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ABSTRACT

The report reviews multicultural/bilingual programs for which funds have been allocated by the National Institute of Education (NIE) for fiscal year 1977-78. There are two major sections to the report. The first section discusses the history, legislation, and development of bilingual education programs in response to federal requirements. Mandates of the Bilingual Education Act require NIE and the Office of Education to undertake studies, develop and disseminate instructional materials, and establish a national clearinghouse for bilingual education. NIE's Multicultural/Bilingual Division must assist state and local education agencies in meeting the educational needs of students with limited English language skills or minority ethnic background. The report reviews research in the areas of instructional processes (educational design and implementation) and social cultural processes (social and community influences on education). The second section presents 26 abstracts for projects funded for 1977-78. Information is given on project title, contractor, project officer, duration, funding amount, summary, and products. The projects include test and curriculum development, teacher proficiency, and compilations of relevant readings. (AV)

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MULTICULTURAL/BILINGUAL DIVISION

FISCAL YEAR 1977 - FISCAL YEAR 1978

PROGRAM PLAN

JUNE 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., Secretary
Mary F. Berry, Assistant Secretary for Education

NATIONAL INSTITUTE OF EDUCATION
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SP 010 267

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

During Fiscal Year 1977 our Division has profited enormously from the comments and recommendations made by the many community leaders, educators, researchers and policy makers during the six regional conferences on the implementation of a National Clearinghouse for Bilingual Education sponsored by NIE and OE. That body of opinion has helped to shape this plan.

Our Division was also privileged to have had the counsel of Dr. Joshua Fishman, a noted scholar in the fields of sociology and language. We have used his knowledge and experience in this plan.

To help us in future planning, readers' reactions are invited. A postage-free, pre-addressed postcard is attached for your use.

José A. Vázquez
Chief
Multicultural/Bilingual Division

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REVIEWING THE PAST: PLANNING THE FUTURE

Multicultural/Bilingual Division
National Institute of Education

The primary purpose of this fiscal year Program Plan is to indicate activities that are underway or planned and for which funds have been allocated. A further purpose is to foster continual exchange of views as to how the Program Plan can be improved in the future. Unless such improvements are constantly sought and implemented, the Division's program will not be of maximal use to either Congress, the bilingual/multicultural education specialists, or the public at large.

What would an optimal NIE program is the field look like? It seems to me that such a program would have to be both conceptually integrated and able to work in a stable fashion, so as to permit a number of core issues to be studied both in depth and in breadth. The findings of such studies could then be translated into reports (in English and in other program languages) for Congress, researchers, classroom teachers, administrators, school board members, parents and even for the pupils themselves. The total program would need to attend to: (a) basic theoretical problems (how do we describe and measure societal bilingualism and multiculturalism more validly and more richly?); (b) the entire gamut of applied problems that derive from community differences, parental differences, pupil differences, program differences and staff differences; as well as to (c) the significance of these differences for long and short term post-program criteria. An overriding characteristic of an optimal program must also be its stability, that is, its ability to stay with more promising issues, to focus in on them in great detail, and to integrate them with other areas of concern in an ever broadening circle of relevance. Such program-stability (in the context of both focusing and broadening) is the hallmark of the most productive research centers devoted to social and behavior arts and sciences throughout the world. NIE's Multicultural/Bilingual Division must be enabled to work in this fashion as well.

In large part the optimal program should operate via competitively drawing upon the talents of specialists outside of NIE. However, in part its own staff should also be directly engaged in field and experimental studies dealing with bilingual/multicultural education efforts. Indeed, NIE should itself become the nationwide hub and integrator of stable, basic research in this field. There is a paucity of almost everything that pertains to and is needed for bilingual/multicultural education in the USA today. There are also very few full time research specialists in this field and research materials and programs dealing with bilingual/multicultural education mirror this lack. NIE must point the way so that others too can be encouraged to break through the instability that currently

characterizes so much of bilingual education and bilingual education research.

As time goes by the Multicultural/Bilingual Division at NIE constantly draws closer to the above-mentioned optimal goal of leadership and model-setting. The past year has seen it take a few further steps along this vital path. It still has far to go, but both it and its areas of concern are gaining recognition as vital to the welfare of American education in general. It has been an honor and a pleasure for me to be associated with it during its early formative period and to note the welcome broadening of its concerns to include language maintenance and enrichment bilingual education, community language attitude and language use, training materials in various languages for those studying to be bilingual teachers and other bilingual education specialists in those languages, and an ever growing interest in all of the dimensions of the total bilingual education effort. Nevertheless, the need to be able to work on these matters in a stable, uninterrupted and intensive fashion remains uppermost in my mind. Such stability is available to other program areas within the American educational enterprise and only when it becomes equally available to bilingual education will that field really prosper conceptually, methodologically and in terms of its outcomes.

Joshua A. Fishman
Senior Research Associate

NATIONAL INSTITUTE OF EDUCATION

MULTICULTURAL/BILINGUAL DIVISION
FISCAL YEAR 1977 PROGRAM PLAN

A. THE CHALLENGE

Schools traditionally have not been prepared to adapt to the needs of students with limited skills in English or minority cultural backgrounds. Instruction provided in English is often incomprehensible to students whose home language is other than English. Furthermore, standards for social behaviors in classrooms are often as different from those in the student's culture as are differences in the languages.

Students with limited English language skills have not had equal access to educational experiences as a result of these differences in language and social conventions. Evidence clearly demonstrates that these students are not receiving the same benefits from our educational system as students from the majority society. The problem is revealed in disproportionate representation by linguistic and cultural minorities among children performing below expected levels of achievement.

- Hispanic students, the largest group, are twice as likely as Anglos to be placed in the lower educational track across all ethnic compositions.
- Roughly 50% of Hispanic students drop out of high school before completion.
- The largest Native American group, Navajos, attain no more than a median fifth grade education.
- Over 60% of the students in one major city (San Francisco) who spoke only Chinese received no supplemental courses in the English language as recently as 1974.

Substantial numbers of children are represented in these figures. A survey of 42,000 households in 1975 provided estimates of the numbers of individuals between the ages of 4-18 years with a non-English language background. The total estimate for the school age population is 3.6 million, with 2.1 million from Spanish backgrounds, 276 thousand Asian American, 141 thousand Italian, 101 thousand French, and 946 thousand others.

B. LEGISLATION AND COURT RESPONSES TO THE CHALLENGE

Landmark legislation and court decisions have spurred the country toward multicultural/bilingual school programs. Title VII, a new provision in 1968 of the Elementary and Secondary Education Act of 1965, demonstrated

Federal commitment to "national-origin" minorities by encouraging classroom languages other than English. The Bilingual Education Act, part of the 1974 amendments of the ESEA, expanded coverage by providing an Office of Bilingual Education in the U.S. Office of Education to administer the Act, a charge to the USOE to inventory needs for bilingual education, funds for the implementation of state programs and for teacher training, and a mandate to the National Institute of Education to research crucial issues.

Since 1968, at least twenty-three states have prepared legislation or regulations concerning bilingual education. The legislation ranges from mandated bilingual education in Massachusetts and seven other states to less stringent requirements elsewhere. By late 1974, approximately 1,000 bilingual education programs were financed by Federal, state, and local funds.

Federal and state court decisions also have influenced bilingual education. The 1974 Lau vs. Nichols decision of the Supreme Court affirmed the right to an appropriate educational program for students whose mother tongue is other than English. The Lau Supreme Court decision in practice mandated linguistically comprehensible education for children of limited English speaking ability.

C. DEFINITION OF TERMS

Multicultural education is defined by Gibson as "the process whereby a person develops competence in multiple systems of standards for perceiving, evaluating, believing, and doing" (1976, p.15).[1] Aspects of Gibson's definition that are particularly important to the NIE Multicultural/ Bilingual Division are as follows:

- a person may be competent in more than one system of standards
- a person gains competencies in systems other than the one with which he/she is most familiar by intensive social interaction
- multicultural education promotes competence in multiple cultures
- a system of standards or a culture may be defined independently of ethnicity.

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[1] M.A. Gibson, Approaches to multicultural education in the United States: some concepts and assumptions. Antropology and Education, 1976, 7(4), 7-18.

Bilingual education is a special facet of multicultural education that deals with the use of the student's home language and English for instructional purposes. As with "standards" in multicultural education, bilingual education is broadly interested in extending competencies to more than one language, in promoting social interaction as a means of language learning, and in offering increased language competency independently of ethnicity. Use of this definition by the NIE Multicultural/ Bilingual Division clearly construes bilingualism as enrichment and introduces the potential for research beyond the confines of present legislative definitions.

D. PROGRAM DEVELOPMENT

The NIE authorizing legislation (the General Provisions Act, P.L. 92-318) includes a strong mandate to support equal educational opportunity through research for all children regardless of race, social class, sex, national origin and religion. Consonant with that charge, the NIE established the Educational Equity Group (EEG), which addresses issues related to quality education for all students. The Multicultural/ Bilingual Division, within the EEG, specifically is concerned with positive research-based approaches to cultural pluralism and educational opportunities for students of limited English language ability.

Three major forces have guided the Multicultural/Bilingual Division in the development of its FY 1977 Program:

- Bilingual Education Act, Part C
- Federal regulations for bilingual education programs
- Recommendations emerging from a series of 10 Multicultural Conference held in 1974.

Bilingual Education Act, Part C. The Director of NIE and the Commissioner of the Office of Education are called upon by the Bilingual Education Act to work cooperatively in pursuing research evidence to guide the development and implementation of effective bilingual education programs. Three specific mandates are given jointly to NIE and OE (Section 742 of the Bilingual Education Act as amended by Section 105(a)(1) of the Education Amendments of 1974):

- undertake studies to determine the basic educational needs and language acquisition characteristics of and the most effective conditions for educating children of limited English-speaking ability;

- develop and disseminate instructional materials and equipment suitable for use in bilingual education programs, and

- establish and operate a national clearinghouse of information for bilingual education.

NIE and OE have completed a formal agreement on the lead responsibility for activities mandated in the Bilingual Education Act. The agreement indicates that NIE has lead responsibility for research ("studies to determine..." etc.), and for the bilingual clearinghouse. OE has lead responsibility for materials development and dissemination. NIE activities following from these agreements are described in greater detail below under STRUCTURE AND CONTENT OF THE PROGRAM.

In accord with legislative intent that NIE research activities have a complementary purpose with those underway in other HEW agencies, representatives of other agencies involved in bilingual education have met with NIE staff to review NIE bilingual research plans. The emergent ideas and recommendations were incorporated into revised planning documents.

Federal Requirements. An Office for Civil Rights Task Force has reviewed implementation strategies in bilingual education consistent with the Supreme Court decision on Lau. The Task Force Report was published in the Summer of 1975 under the title "FINDINGS SPECIFYING REMEDIES FOR ELIMINATING PRACTICES RULED UNLAWFUL UNDER LAU V. NICHOLS."

The Report discusses remedies to assist school districts in improving the quality of educational services to bilingual students. General issues associated with the remedies are:

- identification of a student's primary language for purposes of placement in bilingual programs
- diagnosis of student needs and prescription of related instructional procedures and curricula
- specification of alternative educational program models consistent with the language needs and educational level of the student
- development of personnel staffing and training requirements that assure adequate student performance
- notification of parents about school programs in bilingual education.

Districts sampled for review by OCR and found out of compliance with Title VI of the Civil Rights Act of 1964 as applied to the Lau Decision are required to submit a plan covering the specific issues in the Report and to select remedies as appropriate for local conditions. The main source of technical assistance in formulating and implementing the plan are the nine ESEA Title IV General Assistance Centers designated to assist Lau implementation.

The capacity of school districts to adapt remedies suggested in the Report to local conditions is in part limited by the lack of present research knowledge. Research is required for each of the major issues designated above with which remedies are associated. The broad coverage of issues in the Report requires a comprehensive set of research activities in bilingual education ranging from analyses of effective language and reading instruction for students of limited English-speaking ability to assessment, curriculum development, teacher preparation, program evaluation, and analysis of consumer goals.

NIE MULTICULTURAL/BILINGUAL CONFERENCES. Since its inception, NIE has sought to elicit ideas from a wide range of concerned experts in the development of its research activities. Consistent with this policy, in 1974 the Multicultural/Bilingual Division sponsored a series of 10 conferences whereby individuals of various ethnic/cultural groups were assembled to recommend broad areas of research activity. Each conference was comprised of individuals of the same ethnic/cultural groups (with the exception of one conference which was composed of representatives from a wide range of professional organizations) who represented an extensive array of professional and lay interests. The primary focus of each conference was the educational needs and problems confronting the participants' particular ethnic/cultural groups.

The concerns raised by the participants in these conferences although wide ranging nevertheless tended to cluster around three issues:

- o need for increased minority participation and influence in establishment of research and development priorities, and in the conceptualization and conduct of research;
- o need for research related to multiculturalism, including the specification of educator and consumer roles and responsibilities, analysis of approaches to multicultural education, and analysis of institutional influences on cultural minorities;
- o need for substantive research in multicultural/bilingual education on policy, language acquisition, curriculum, teacher preparation, and assessment.

E. STRUCTURE AND CONTENT OF THE PROGRAM

The major goal of the Multicultural/Bilingual Division is to assist State and local education agencies in meeting the educational needs of students with limited English language skills or minority ethnic background. This goal will be accomplished through research in two areas addressed specifically to multicultural/bilingual education:

- o Instructional Processes--activities that focus on educational design, implementation, and evaluation;

- o Social Cultural Processes--activities that focus on social and community influences on education decision making and policy.

A portion of this broad Division program responds directly to the legislative mandate in the Bilingual Education Act of the Education Amendments of 1974. The mandated activities include research to identify basic educational needs, research on language acquisition, and studies to determine the most effective conditions for educating children with limited English-speaking ability. The Division program plan includes these and other studies such as research on teaching, community participation, and legal issues.

INSTRUCTIONAL PROCESSES

The goal of Instructional Processes is to provide technical information to educational policy makers and practitioners on the design, implementation, and evaluation of instruction using multicultural/bilingual approaches.

Information available on multicultural/bilingual programs in the United States is not sufficient to guide all levels of decision making. Federal legislation in bilingual education initiated in the late 1960's provided for no systematic analyses of program operation, implementation, or outcomes. State legislation originating in the early 1970's similarly expressed little interest in systematic analyses. Where such analyses have been conducted, they have tended to be on single projects with considerable variation in approach and content, yielding no aggregated data across programs, students, or variations in program approaches. Recently the Office of Education and the National Center for Education Statistics have initiated a series of efforts in bilingual education that promise to substantially reduce the information lag, but numerous areas of concern remain untouched. Strong state interest in research and evaluation in bilingual education is evident although efforts are only beginning.

The Instructional Processes approach to developing technical information for multicultural/bilingual education is guided by two general interests: (1) to identify the basic educational needs of students, and (2) to determine the most effective conditions for educating the students. The approach is also guided by the views that knowledge about multicultural education can be gained in the context of bilingual settings, and that concentration of effort in bilingual education will yield information on multiculturalism that is generalizable to monolingual settings.

Identification of Basic Educational Needs

The first area of general interest is tied in part to Federal and State funding requirements to provide services primarily for students from non-English language backgrounds who are limited English speaking. Federal legislation places priority on providing services to individuals (a) who were not born in the U.S. or whose native language in not English, and (b) who come from an environment where a language other than English is dominant, and who, "by reason thereof have difficulty speaking and understanding instruction in the English language" (Bilingual Education Act, Section 703 as amended). Students whose language is English may be enrolled "to a limited degree." Most State legislation similarly establishes a priority for students who are limited English speaking, although the precise definition of terms may slightly differ, as in California, where language dominance enters into the definition. Regardless of the definition of eligible students, all Federal and State legislation indicate limits should be placed on the duration in which students remain in the program, typically until the student can profit from instruction in English. The broad definition of limited English speaking in the Federal legislation and the variability across definitions in State legislation give rise to a wide array of approaches for identifying eligible students.

The DHEW Office for Civil Rights Task Force Report, referenced above, elaborates on procedures to identify a student's language for purposes of placement in bilingual programs. The Report recommends identification of primary language used in school and at home by an individual who speaks the language used in the student's home as well as English, and the administration of a dominance assessment instrument where there exists a discrepancy between home and school usage. Although more explicit than the Federal legislation and regulations, the Report does not specify instruments considered acceptable for identification of eligible students and does not indicate how programs will know when a student can profit from instruction in English. The burden for demonstrating adequate procedures in these areas rests on the local education agency.

Language assessment is only one concern associated with the identification of basic educational needs of students eligible for bilingual programs. Identification of basic educational needs may also rest on determination of learning and incentive motivational styles. Extensive discussions in the theoretical literature suggest that language/ethnic minority students differ substantially from other students in their learning and motivational styles. Additionally, the Office of Civil Rights Report indicates that school districts found out of compliance may be asked to include in their compliance plan a section on diagnostic/prescriptive instruction based on such learning and motivational styles. Irrespective of theoretical discussions and OCR guidelines on this topic, there remains a near-total lack of research to support the mere existence

of style differences or the merit of differential prescriptive instructional approaches for language/ethnic minority students.

A number of specific research activities in Instructional Processes address the identification of basic needs as discussed above.

Child English and Services Survey. This study is a direct response to three legislative mandates: (1) an NIE mandate to conduct studies to identify the basic educational needs of children with limited English speaking ability (LESA) [Section 742 of the Bilingual Education Act as amended by Section 105(a)(1) of the Education Amendments of 1974]; (2) a mandate to the National Center for Education Statistics to count the number of individuals in the States with limited English-speaking ability [Section 501(b)(4) of the Education Amendments of 1974]; and (3) a mandate to the Commissioner of Education to report information on the extent to which the educational needs of children with limited English-speaking ability are being met by Federal, State, and local efforts [Section 731(c)(1) of the Bilingual Education Act as amended by Section 105(a)(1) of the Education Amendments of 1974]. Information to meet the three mandates will be collected on a nationally representative sample of children aged 4-13 years from non-English language backgrounds. The information will be used to differentiate individuals who are LESA within this sample and to determine the extent to which their educational needs are being met. Prototype instruments to assess LESA will be one immediate product. Longer term products will result from studies of language acquisition and school outcomes.

Catalog of Bilingual Assessment Instruments. The catalog will contain a critical and annotated description of assessment instruments across different languages, content areas, and grade levels. A needs analysis for new instrument development will accompany the catalog.

Academic Readiness. New instruments will be developed appropriate for students with limited English language skills. The specific areas for instruments development will be determined in a needs analysis presently under contract from the Multicultural/Bilingual Division.

SOBER-Espanol. This project is developing criterion-referenced instruments to assess reading in Spanish for students in grades K-6. The test items are systematically designed to be appropriate for Mexican-American, Puerto Rican, and multi-ethnic Spanish speaking groups. Teachers identify specific instructional objectives from a master list and select prepared items designed to assess those objectives, thereby creating a tailor-made assessment instrument.

Instructional Implications of Cognitive Styles. Differences in three types of cognitive style will be investigated among a group of students from Mexican-American, Puerto Rican, Asian American, and Native American backgrounds. The types of cognitive style are conceptual tempo

(reflectivity-implusivity), field independence-dependence, and categorization style (descriptive-analytic, relational-contextual, or categorical-inferential). In the first year, this project will pilot test the instruments. In the second year, field data will be collected and analyzed to determine group differences and relationships of cognitive style measures with achievement. Future directions of the project will be determined by results of the field test. Investigations of instructional approaches associated with cognitive styles are anticipated.

Bilingual Prediction Study. The characteristics of students in a bilingual program that determine when the student is ready to profit from instruction in English will be investigated in this study. Results from the first year indicate that reading proficiency in Spanish is importantly related to the ability to profit from instruction in English. The study will be extended longitudinally and will be cross-validated on additional students. One product will be a manual for practitioners to use in assessing readiness for English language instruction.

Determining Effective Educational Conditions

The second general interest that guides activities in Instructional Processes is to determine the most effective conditions for educating students with limited English-speaking ability. As with research for basic educational needs, analysis of conditions considered most effective for educating students with limited English language skills is tied in part to Federal and State funding requirements specifying the types of programs that may receive support. In the Federal legislation, for example, a bilingual program is defined as one in which students receive instruction in their home language while learning English sufficiently to profit from instruction in English, and in which instruction is offered "with appreciation" for the cultural background of the student. Considerable freedom is given to program developers to design instruction within these parameters. Program variations are permitted in the emphasis given to oral language instruction or reading in the home language, to home language or English language instruction, and to the use of cultural information, etc. Some of the State legislation is more precise, designating specific program approaches that are appropriate for different types of students, as in the new California legislation, although generally the States are as non-restrictive as the Federal government.

The Federal program definition is refined considerably in the OCR Task Force Report, where specific program alternatives are defined independently for students with language backgrounds other than English depending on language dominance, proficiency, and grade level. The alternatives mentioned are transitional bilingual education, bilingual-bicultural education, and multilingual-multicultural education, all of which are acceptable at either the elementary or secondary level; and English as a Second Language (ESL), which is considered acceptable

as an independent program only for secondary school students. However, preference is expressed in the Report for either bilingual-bicultural or multilingual-multicultural approaches.

The extent to which these different approaches are being implemented in bilingual programs is largely unknown. An early investigation by the Office of Education of program implementation in Title VII programs was terminated after one year and has never been replicated. Furthermore, little evidence is available nationally on the effects of variations in program approaches. One study by the Office of Education is presently underway that shows promise of identifying level of implementation and effects for a selected group of programs for students with Spanish language backgrounds, and at least one state has collected data on the effects of different program approaches. However, the larger group of programs implementing various approaches remains to be investigated, as does the group of programs in languages other than Spanish. A variety of alternatives should be pursued for adding to presently available information on the implementation and effects of bilingual programs, including strengthening the capability of program evaluators in local education agencies to use evaluative information to improve program design.

Effective approaches to Bilingual Education. This study directly responds to the legislative mandate to NIE to conduct studies to identify the most effective conditions for educating children of limited English speaking ability [Section 742 of the Bilingual Education Act as amended by Section 105(a)(1) of the Education Amendments of 1974]. The study will be conducted in three stages. In the first stage, a survey will be conducted to identify projects in bilingual education using approaches that have programmatic or theoretical importance. As an initial step toward completing the first stage, a broad definition of these approaches was discussed in a Spring, 1977 conference on the "Dimensions of Bilingual Education." The second stage will consist of reviewing projects using important approaches in greater depth with attention to program implementation. The third stage will focus on the relation of implementation variables to outcomes. Approaches identified as most effective will be disseminated for practitioner use.

Bilingual Evaluation Technical Assistance. A technical assistance approach will be developed to improve the capability of school districts to conduct internal evaluations of bilingual programs. The focus is on helping State and local education agencies utilize the results of evaluation to identify and implement effective educational approaches. One aspect of the effort will be to assist LEAs in designing evaluations that meet guidelines in Federal and State regulations for bilingual program support. The technical assistance package will be made available to LEAs and SEAs through the existing Title VII technical assistance network or through State technical assistance networks.

A major part of identifying the most effective conditions for educating children of limited English-speaking ability is to determine desirable characteristics for teachers and other personnel in the educational programs. The Federal legislation is not specific with regard to the qualities of teachers in bilingual education although in certain states teachers are required to possess appropriate credentials including demonstrated language proficiency, familiarity with the cultural background of students, and knowledge of special procedures for teaching linguistic/ethnic minority students.

The OCR Report suggests simply that instructional personnel must be linguistically/culturally familiar with the background of the students. Included in the definition of instructional personnel are teachers, paraprofessionals, teacher aides, community volunteers, and youth tutors. Procedures for determining a desirable level of familiarity with linguistic/cultural background and the content of training are not discussed.

Training programs operated under Title VII support include: a 15% set aside from demonstration program money for inservice training, or about $3.5 million; $5 million for 15 Training Resource Centers, which focus in part on inservice training; and $19.5 million directly provided for pre-and inservice teacher training. Additionally, numerous colleges and universities throughout the country offer programs or courses for prospective teachers of limited English-speaking students independent of Title VII support. Although Federal guidelines to direct these activities are limited, bilingual legislation or administrative decisions in some States are sufficiently specific to offer guidance to training institutions, as in California and Florida.

The research literature is replete with studies of teachers and teaching. Yet specific questions in multicultural/bilingual education arise that have not been adequately addressed in past studies. For example, although the proficiency of teachers in the home language of students varies from no proficiency to full proficiency and literacy, the level of assessed proficiency considered desirable for instruction is not known. Additionally, competencies for teaching in bilingual settings have been suggested, yet no research has been conducted to determine whether the competencies are taught in most training programs, whether they are effective in aiding classroom instruction, or whether certification procedures are consistent with training programs offered to teachers.

Teaching and Linguistic Pluralism. This activity will develop and field test materials with the following objectives: (1) to assess teacher knowledge and attitudes toward language used by Hispanics and by Blacks; (2) to broaden teacher understanding and acceptance of variations of standard English; and (3) to increase teacher's instructional capability in language arts for bilingual and

bidialectical children. Instruments have been developed for assessment of bilingual and bidialectical language balance among students.

Bilingual Teacher Training Approaches. Attributes to describe bilingual training approaches will be developed and applied to information collected in a survey of bilingual teacher training programs in the United States. The survey was conducted by the National Center for Education Statistics in the Spring of 1977. Products will include a set of criterion attributes to define exemplary training, and descriptions of programs meeting those criteria. Future studies are anticipated in which graduates of exemplary programs are interviewed and observed in teaching settings.

Bilingual Teacher Language Proficiency. Teachers practicing in bilingual settings will be interviewed to identify level of Spanish language proficiency. The teachers will have been selected for regional representation from a national sample of teachers in bilingual settings on whom extensive survey information has been collected in the Spring of 1977 by the National Center for Education Statistics.

SOCIAL/CULTURAL PROCESSES

The goal of Social/Cultural Processes is to advance knowledge regarding socio/cultural setting and skills in order for schools to implement laws, legislation and regulations regarding multicultural/bilingual education. Accomplishments toward this goal will also contribute substantially toward awareness and understanding of socially fair education for all students.

The Lau decision and the Bilingual Education Act (which were cited above) and other Federal laws and legislation such as Title VI of the 1964 Civil Rights Act and Title IX of the 1972 Education Amendments, all have been enacted to ensure opportunities for students whose education would otherwise be severely limited owing to their non-English language background, race, sex, religion, or national origin. In addition to Federal coverage, more than thirty States have passed legislation and regulations which provide for textbook screening, socially fair curricula, human relations training for school personnel and bilingual education.[1]

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[1] Several organizations track and summarize Federal/State laws, legislation and regulations regarding multicultural/bilingual education. Illustrations are The Current Status of U.S. Bilingual Education Legislation by Geffert, Harper, Sarmiento and Schember (Center for Applied Linguistics, May 1975) and Equal Rights for Women in Education: A Handbook of State Laws and Policies Affecting Equal Rights for Women in Education (Education Commission of the States, March 1975).

As example, one of the most recent State laws, the Chacon-Moscone Bilingual Education Act of 1976 (AB 1329), mandates that all California public schools which enroll certain numbers of non-limited English speaking students: (1) employ bilingual/bicultural instructional personnel, (2) establish school level advisory committees, (3) offer K-6 bilingual programs, (4) offer individual learning programs, (5) evaluate student achievement annually, and (6) participate in the annual State census.

In order to extend the efforts of State and local education agencies involved in multicultural/bilingual education and to further research underway in education R&D institutions aimed at determining the most effective conditions for educating children of limited English speaking ability (Section 742 of the Bilingual Education Act as amended by Section 105(a)(1) of the Education Amendments of 1974), the Social/ Cultural Processes area pursues these objectives:

Objective 1: Research into the acquisition of language by young children whose primary home language (or languages) is not English.

The accurate assessment of children's language performance and development, the optimal design and sequencing of material, the best training for teachers, and the most useful language survey instruments, are dependent in a major way upon our learning about the structure of languages as they are spoken in the United States, social uses of the languages and characteristics of their acquisition by children who speak them as their first language(s).

While substantial research has been conducted on the acquisition of English in the United States as a first language, the acquisition of other languages learned as first languages, has not been studied. Spanish, French, German, Chinese and many other languages have been researched as foreign languages, rather than as first languages. It is crucial in developing sound bilingual programs that there is emphasis on these languages as they are spoken in this country (as opposed to how they are spoken in other countries), and on their social roles and functions. Skills in both the language structure and the protocols of the language are necessary to resolve conflict and confusion as to norms of interpretation, whether in classrooms, or in the community in general. Sensitivity to different norms of interpretation and stylistic as well as grammatical variations is particularly critical in a large, heterogeneous country such as the United States where to be a speaker of Spanish and/or English, does not mean that one necessarily belongs to a single speech community. Research findings and casual experience indicate that knowledge of the grammar and phonological facility of a common language do not always add up to mutual understanding. In fact, our membership in more than one culture and subculture indicates that we belong to more than one speech network. For this reason it is necessary to learn how languages are distributed in communities.

Activities

Planned research around these issues center on state of the art papers regarding what is known about the structure of languages as they are spoken in the United States, their functional uses, and the stages by which children acquire them. These papers would include documentation on problems related to the writing systems of these languages in this country. Information regarding stylistic variations and protocols for language use will be studied. The final products will include: (1) manuals about the language structure and use by speakers, and (2) characteristics of acquisition by children. As necessary there will be extensive treatments of writing systems and orthographic variation.

Objective 2: Research and development of models around language surveys.

The identification of children who could profit from bilingual instruction, assessment of their language skills, and the development of strategies for determining the most appropriate education for the children, are core concerns in laws and legislation at Federal and State levels. Clearly the intent of the laws and regulations is to locate children whose life chances would be impaired by lack of special attention regarding their home language(s) and their learning of English. Counts of the children and appraisals of their language skills, provide only the first steps toward guiding schools in determining the most effective conditions for educating the students.

Essential information includes knowing the distribution of language(s) in the home, school and the larger community and attitudes toward use of different languages. Available survey models have not been applied against the specific cases of bilingual education in the United States. Various models have, however, been used throughout the world for school purposes. Further development of language survey models in this country is crucial for obtaining accurate linguistic and cultural landscapes. Models of the language communities at the State, local and school levels should allow for an inventory of language resources, what interpretations are given to the uses of languages in different contexts, and what are the norms, beliefs, and values about appropriateness of uses. In addition to the students' background, individual ability and aspirations, effective communication for students depends in large measure upon the students' understanding of approval or disapproval regarding their choice of language, and the social benefits or costs incurred as a consequence of selecting one language or language variety over another. While research in language surveys is primarily directed at enabling school personnel to respond to Congressional mandates by implementing bilingual programs, all students can benefit from a better understanding of communication networks in their communities and schools.

Activities

This research requires an update of recent literature on the methodology and models of language surveys. Owing to the need of surveys at the State, district, local, and school levels, syntheses will include survey techniques which require sophisticated data processing, in addition to techniques which a well trained individual can carry out alone on small school populations. Ancillary research will provide current information regarding requirements of laws and regulations in order to assist schools in obtaining necessary data.

Another major focus will be language ethnography in order to understand more fully the networks of speech communities within the State and local levels, and to grasp the full range of linguistic resources and their uses. A set of small scale studies will explore the training and roles of teachers and other school personnel as language ethnographers. Final products will include a major state of the art paper on language surveys and the United States settings, survey models appropriate to large populations and scaled to local school level, and a set of papers which summarize experiments in which instructional personnel have served as ethnographers.

Objective 3: Syntheses of knowledge regarding multicultural/bilingual research and programs.

In order to provide sufficient technical information to educational policy makers, researchers and classroom teachers, it is crucial for Federal agencies to support and disseminate summative and state of the art papers on multicultural/bilingual education. Such papers, when given a public forum such as at professional meetings, serve as focal points for discussion and information sharing.

Activities

The Social/Cultural Processes area sponsored syntheses regarding the application of knowledge in socio-/anthro-/ethno-/psycho-linguistics and other fields such as pragmatics, syntax, and semantics, for the Golden Anniversary Meeting of the Linguistic Society of America, December 1975. Updated versions of these papers are intended for the professional linguist, multicultural/bilingual education researchers, and practitioners in bilingual classrooms.

The Social/Cultural Processes area has planned a three-part set of papers on multicultural/bilingual education aimed at teachers, administrators and researchers. The papers intended for teachers will cover what multicultural/bilingual approaches mean to subject areas such as mathematics, science, history, physical education and what sort of training teachers find helpful in bringing their own teaching

into phase with new trends in the field. The volume targeted at administrators addresses such issues as what are the implications of multicultural/bilingual education for administrators' training, staff orientation, supervising instructional personnel, hiring practices, collective bargaining, faculty and student relations, school and community relations, and school finance. The papers will address the issue of changes in accreditation brought about by multicultural/bilingual programs and will summarize position statements by professional organizations on multicultural/bilingual education.

The papers which explore research issues will be written toward an audience including practitioners and managers, in addition to researchers. These papers will examine major philosophies and rationales for multicultural/bilingual education. The authors will summarize legal foundations for multicultural/bilingual education in the United States and in several carefully selected countries. The papers will emphasize cross cultural perspectives on the purposes and implementation of multicultural/bilingual education programs.

In addition to sponsoring the symposium on bilingual education at the Fiftieth Meeting of the Linguistic Society of America, the Social/Cultural Processes area organized a session on the role of Federal agencies for the National Association for Bilingual Education (NABE) Conference in San Antonio, 1976, and participated in the Association's conference at New Orleans, 1977. The Social/Cultural/Processes area also prepared presentations for the American Educational Research Association meetings in 1976 and 1977, the National Association for Indian Education 1976, and the National Convocation on Indian Education 1977.

In June 1977, the Social/Cultural Processes area held a three-day national conference in Arlington for all Title VII project directors. Knowledge, attitudinal and skills objectives of the working conference center on syntheses of research and techniques which the conferees can employ in their own programs. Materials to be developed for the conference will include status reports on Federally sponsored research, education project management kits, outlines of dissemination networks, resource lists and annotated bibliographies.

Objective 4: Studies regarding model community-based development of supplementary materials.

Commercially prepared classroom materials do not derive from the sort of expertise one gains from living in an ethnic and linguistic minority community. Owing to the fact that the most appropriate instructional materials relate to the students' frame of reference, many materials for Native American children must come from the community. In order to expedite the materials' design and development despite geographic isolation and the usual difficulties encountered by start up stage

activities, it is crucial that models of community cooperation and participation be formulated.

Activities

Twelve tribes in the Northwest are collaborating to produce supplementary reading materials for Grades 1 through 3. So far more than fifty booklets have been prepared which highlight traditional and contemporary Native American culture. Background information on each story and suggestions to the classroom teacher for introducing several activities around the stories, are included in the teachers' edition. Another facet of the project will be an analysis of the four-year effort in terms of organizational theory and practice. This information will prove valuable in mounting other cooperative educational programs within the Northwest and among Indian groups in other areas.

Objective 5: Design, develop and evaluate model classroom materials for multicultural/bilingual programs at K-12 levels and for pre-professional and in-service training for teachers.

While there are many excellent materials on the market for dealing with education equity issues, often the approach is piecemeal. As a consequence, the illustrations and/or textual material and overall framework may be socially fair along certain dimensions and biased in other areas. The challenge for these design and development activities is to infuse several types of classroom materials with research findings from recent investigations in multicultural projects.

Activities

A teachers' manual on Indian education merges the preceding community-based development activity with the objective to design and develop exemplary materials for classroom use and for teacher training. The teachers' manual from the Northwest Indian reading program will synthesize recent research in Indian education from the points of view of both community persons and researchers who are not from Indian communities. Summary articles will focus on legal provisions for Indian education so that teachers will be given important historic and contemporary perspectives. The manual is to be used by Indian and non-Indian preprofessional/inservice teachers who instruct Native American children on reservations, in rural and urban settings. The manual will emphasize the diversity in Native American cultures in terms of size of populations, locations, economic status, language preferences, tribal organization and contemporary social roles. Ultimately video-tape presentations filmed in reservation and non-reservation areas will accompany the manual.

Another project centers on a ten-piece set of materials on race, language and sex bias which draws heavily from recent research on the

detection, determination and eradication of bias. These materials examine positive and negative stereotypes, realistic and affirmative portrayals of diverse groups, and refine strategies which have been found successful in changing behaviors and attitudes. For the student and the preprofessional and inservice teacher, the booklets emphasize the impact of social change on school policies and practices so that the reader understands how classrooms express community norms and values regarding education equity issues.

Objective 6: Research and development of data base regarding change strategies around multicultural/bilingual education in teacher training institutions.

Achievement of socially fair education for all children will depend, in part, upon reconceptualizing and redrafting curricula in teacher training programs. Although there are literally thousands of university level courses that relate to education equity issues, comparatively few of these courses are available in colleges of teacher education. Reports from teacher colleges over the past four years indicate a trend toward including courses on teaching Indian children, bilingual education, ethnic studies and other subjects intended to enhance teachers' awareness and skills in multicultural education. Successful change strategies with regard to the preparation of teachers appear to center on: monitoring Federal and State laws and regulations in order to respond to legal requirements, infusing existing curricula with recent findings in multicultural/bilingual education, and drafting new courses which are necessary to prepare teachers for new classroom settings. In addition to the changes in the curricula, it is important that the faculty consider the implications for institutional staffing and management. Among most faculties, skills and knowledge in multicultural/bilingual education can be obtained only by adding new staff, extensive on-the-job-training for existing faculty, or some combination of both new faculty and additional training for present staff. In either case, there are substantial financial and management considerations which administrators must resolve.

Activities

A large scale study begun in FY 1977 documents change in teacher training institutions around issues relating to multicultural/bilingual education. One major goal of the study is to draft new standards for consideration of accreditation organizations. The other main goal is to develop a data base for the study of change in teacher training institutions and to develop models for courses of study which are easily replicable by faculties.

Objective 7: Development of reference materials for insuring broadly based representation in R&D design and implementation.

Frequently the Multicultural/Bilingual Division is requested to encourage employment equity on the part of individual researchers and also for major contractors. Two products will speak directly to the issue of equal employment opportunity. The first is a poster which summarizes Federal antidiscrimination laws. The second will be a manual which discusses rationales for wide representation in the development of educational products, in addition to summarizing Federal and State laws that impact on instructional, administrative and other school personnel.

Activities

A 24 x 36 inch color poster on Federal Antidiscrimination Laws in Education is available from the Multicultural/Bilingual Division. In outline format, the poster summarizes the law, coverage, and other data regarding securing rights under the law. Footnotes and legal citations are given on the back of the poster.

A second product, a booklet to be entitled Educational Equity in R&D, is in development. This booklet will answer many of the frequently asked questions about bias in research design, in interpretations of research, in the foundation literature of social sciences, and will summarize guidelines for ensuring equity in language usage and in illustrations.

OTHER PROJECTS

National Clearinghouse for Bilingual Education. The Clearinghouse will be designed to provide for the orderly gathering, cataloguing, and retrieval of materials relevant to bilingual education; will serve as a focal point for the dissemination of products generated within the Title VII network; will serve as a linking agent for the Title VII network; and be an active promoter of bilingual education materials and services.

Directory of Hispanic Educators. The directory will indicate information about educators of Hispanic origin such as identifiers and professional background, experiences, and interests. The information is potentially useful for professional communication and for identification of professional resources.

Bilingual/Desegregation Policy Papers. A series of papers is under preparation that will address policy issues related to the implementation of bilingual education programs in areas undergoing desegregation orders either for a compliance effort or a court decision.

F. ACCOMPLISHMENTS IN FY 1976

The Multicultural/Bilingual Division since its inception in early 1975 has focused on building an R&D program that responds to emerging needs in the field with generalizable knowledge for practitioners, administrators, and policy makers. The FY 1977 Program Plan, we believe, identifies numerous projects consistent with this focus.

Accomplishments in FY 1976 reflect an immediate concern the Division saw for establishing a framework on which the new focus could build. One critical strategy for building this framework was to establish early coordination with the Office of Bilingual Education in the USOE, particularly with respect to the studies which the Director of NIE and the Commissioner of Education are jointly mandated to conduct in the Bilingual Education Act. Accordingly, an agreement was signed by the Director and Commissioner assigning "lead responsibility" for research and the bilingual clearinghouse to NIE, and for materials development and dissemination to OE. More recently, the Division has collaborated with the National Center for Education Statistics in the Child English and Services Survey, which responds in a single project to separate mandates in the Bilingual Education Act to NIE, NCES, and the Commissioner. The Division and OBE have recently coordinated efforts to enhance the quality of training for students in the OBE Fellowship program, which are the topic of a Spring 1977 conference.

A second critical strategy was to place high priority on creating products that were immediately needed by the field and that could be completed relatively quickly with a modest level of effort. Included among these products are a two-volume Selector's Guide to Bilingual Curriculum Materials in Spanish and Asian American languages and their dissemination to 2,500 practitioners; and a kit for reviewing race and sex bias in education materials. Two products that remain to be completed but which fall in this area are the Catalog of Bilingual Assessment Instruments, and a Directory of Hispanic Educators.

A third strategy in constructing the framework was a knowledge building, synthesis, and planning effort. Two major conferences were part of this strategy. The first was a Bilingual Symposium at the Annual Meetings of the Linguistic Society of America at which eight presentations covered topics from semantics to the ethnography of language study. The papers are scheduled soon for publication and have strongly influenced language acquisition studies planned by the Division. The second was a conference on the Research and Policy Implications of the Lau (OCR) Task Force Report, at which numerous papers covered issues ranging from assessment to program implementation and teacher training. These papers are also soon scheduled for publication and are being analyzed by a contractor who is synthesizing and prioritizing areas for research.

A fourth strategy was to continue projects with strong relevance to the Division mission and, where possible, redirect other projects to

coincide with needs in the field. Among those with high relevance to the Division's priorities are activities on instrument development, as in the SOBER-Espanol project; in teacher training, such as the Teaching and Linguistic Pluralism project, which also addresses an instrument development need; and multicultural materials development, as in the Northwest Indian Readers project. SOBER is being published by Science Research Associates and has been adopted for Statewide use in Illinois. Instruments to test language dominance in Spanish and in Black English in the Teaching and Linguistic Pluralism project are ready for publication. The Division's interest in community-based parenting skills is addressed by the Parent Materials Information Center, which catalogues and annotates parenting materials as well as providing a cross-indexed thesaurus.

A final strategy was to initiate new research activities for which a high priority could be clearly established. Two examples are the Bilingual Prediction Study and the investigation concerned with the Instructional Implications of Cognitive Styles. Both of these projects respond to pressing needs in the field.

Participation in Special Programs

Educational Policy Fellow Program

In conjunction with the George Washington University, NIE participates in the Educational Policy Fellow Program. In FY 1977, the Multicultural/Bilingual Division has worked with EPFP Fellow, Salvador Castaneda, a 1976 graduate of Boalt School of Law, University of California, Berkeley. Mr. Castaneda's main contributions as a resource person to the Division have to do with maintaining a litigation docket of currently pending major decisions and developments regarding bilingual education, civil rights and desegregation, analyses and critiques of legal decision, and maintaining contacts with Federal, State and private agencies which are involved in legal issues relevant to bilingual education. At the request of several professional organizations concerned with language rights, Mr. Castaneda has led panel presentations and has served as a reactor at national meetings.

Intergovernmental Personnel Act of 1970

Under the Intergovernmental Personnel Act, a State or local government, or a public or private institution of higher education, may agree with a Federal agency to assign a staff person to the Federal agency for work of mutual concern to the Federal government and the person's home institution. During FY 1977 the Multicultural/Bilingual Division entered into an agreement with Yeshiva University for the assignment of Dr. Joshua Fishman. Dr. Fishman, Distinguished Research Professor of Social Sciences at Yeshiva University, has visited the Multicultural/Bilingual Division regularly to discuss research trends and emerging

issues in the areas of multicultural/bilingual education. Dr. Fishman has maintained close liasion with leaders in the field both in the United States and abroad and has appraised the Division of cross cultural and cross national activities. In addition to serving as a resource specialist, Dr. Fishman has worked with the Division staff as a panel facilitator and presenter at two national meetings.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Child English and Services Survey

Contractor

L. Miranda and Associates
35 Wisconsin Circle
Washington, D. C. 20015

Project Officer(s)

J. Michael O'Malley, NIE
Leslie Silverman, NCES

Duration

FY 1977-78

Funding Amount

NIE:
NCES:

Summary

This study has three objectives: (1) to provide national estimates of the number of children aged 4-13 years of limited English-speaking ability; (2) to provide national estimates of the number of children aged 4-13 years of limited English speaking ability who are receiving bilingual and other special services in school; and (3) to provide national estimates of the number of children aged 4-13 years of non-English language backgrounds who are receiving bilingual and other special services in school. The study will be conducted on a subsample of the Survey of Income and Education (SIE), which was mandated to the Bureau of the Census in the Education Amendments of 1974 (P.L. 93-380, Section 822).

The study responds to a mandate to the Director of NIE and the Commissioner of Education to determine the basic educational needs of children of limited English-speaking ability (Bilingual Education Act, P.L. 93-380, Section 742). Additionally, a count of individuals who are limited English speaking is mandated to the National Center for Education Statistics (NCES) in the Bilingual Education Act (Section 731). The survey of services is mandated in the same Section and, with the count, is to be included in a report by the Commissioner to the President and the Congress on the condition of bilingual education in the Nation. This study will be jointly supported by NIE and NCES.

Products

(1) Report meeting the objectives of the study; (2) Prototype instruments for identification of individuals with limited English-speaking ability.

Title

Catalogue of Bilingual Assessment Instruments

Contractor

American Institutes for Research
Palo Alto, California

Project Officer

Susan Stairs

Duration

Fiscal Year 1977

Funding Amount

Summary

A catalogue of assessment instruments used with children of limited English speaking ability at K-3 and 4-6 levels will be produced. For each test descriptive information (author, publisher, research data available-validity, reliability norming population, etc.), and a critical analysis regarding appropriateness of tests for use with bilingual children will be provided. All information will be at a technical level of specificity usable by educational practitioners. The organization and presentation of information in the catalogue will be aimed at enabling school districts to address the following bilingual education assessment issues:

(1) identification of students home language
(2) diagnostic/prescriptive approaches to determining students needs
(3) specification of education program models consistent with student's language needs and educational levels
(4) bilingual program evaluation.

The contract also calls for a needs analysis which will identify those areas and levels for which existing instruments are inadequate or non-existent.

Products

A Catalogue of Bilingual Assessment Instruments for use by education practitioners. A report containing a needs analysis identifying those areas for which adequate bilingual assessment instruments are not available.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

SOBER-Espanol

Contractor

Ricardo Cornejo
Project Director
Center for the Study of Evaluation
University of California, Los Angeles
Los Angeles, California

Project Officer

Susan Stairs

Duration

FY 1977-78

Funding Amount

Summary

The SOBER-Espanol project is developing criterion-referenced tests to assess competency in reading Spanish for grades K-6. The SOBER-Espanol test system is based on the measurement of specific student behaviors thus enabling teachers to judge how their students perform with respect to specifically described reading skills in Spanish. The teacher determines what specific reading behaviors will be tested by selecting from a list of objectives those which measure behaviors appropriate to the skills students are to have mastered. Prepared test items are then selected that correspond to the objectives the teachers have chosen creating a "tailor made test." Thus the SOBER tests will enable teachers both to assess student progress in reading Spanish and to evaluate outcomes for bilingual reading programs.

Currently K-3 tests are being published and distributed through Science Research Associates. Grade 4-6 tests are being field tested in FY 1976 and will be available for publication in FY 1977.

Products

K-6 criterion-referenced tests for reading in Spanish; User's guide; Examiner's manual; Guide to selection of objectives.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Bilingual Prediction Study

Contractor

Ricardo Cornejo
Project Director
Center for the Study of Evaluation
University of California, Los Angeles
Los Angeles, California

Project Officer

Susan Stairs

Duration

FY 1977-1978

Funding Amount

Summary

This project will provide information on the effectiveness with which reading ability in Spanish and oral proficiency in English predict reading ability in English for bilingual children in grade three. The objective of this predictive model will be to assist bilingual program personnel determine when a child is ready to make the transition from instruction in his/her native language to instruction in English. Ideally the transition should be effected when evidence indicates the child is capable of profiting from instruction using English as the medium of communication.

In FY 1977 the predicitve model will be field tested and revised as necessary. It is anticipated that the model will be ready for dissemination to school systems in FY 1978.

A formal evaluation of the project will be performed later this fall.

Products

A report describing a model for predicting when bilingual students are ready to profit from English reading instruction.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Educational Diagnosis and Classification - I
(Research on Assessment Procedures)

Contractor

To be awarded

Project Officer

Susan Stairs

Duration

Fiscal Year 1977-1978

Funding Amount

Four to five professional staff years

Summary

Survey procedures to count the number of children of limited English-speaking ability in the country and to identify their basic educational needs are presently being analyzed on national sample of students by NIE jointly with NCES under their respective legislative mandates (Bilingual Education Act, P.L. 93-380, Sectiona 731 and 742). Extension of these procedures to individual language groups will be explored in the proposed research.

Products

Procedures to assess language proficiency for individual language groups.
National estimates of limited English-speaking students for individual language groups.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Academic Readiness (New Instrument Development)

Contractor

To be awarded

Project Officer

Susan Stairs

Duration

FY 1977-78

Funding Amount

Four professional staff years

Summary

This activity will develop instruments appropriate for students with limited English-speaking ability. The activity directly responds to recommendations to NIE from the field and to commitments made by HEW in the General Accounting Office Report, "Bilingual Education: An Unmet Need." The specific areas for instrument development will be determined by a needs analysis presently under contract from the Multicultural/Bilingual Division.

Products

Instruments appropriate for limited English-speaking students.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Educational Diagnosis and Classification - II
(Effective Approaches to Bilingual Education)

Contractor

To be awarded

Project Officer

J. Michael O'Malley

Duration

FY 1977-78 for Stage I

Funding Amount

15-18 professional staff years for Stage I

Summary

The purpose of this activity is to identify and analyze effective approaches to bilingual education. The activity is designed to respond to the joint NIE/OE authorization in the Bilingual Education Act (P.L. 93-380) to identify the most effective conditions for educating children of limited English-speaking ability. Three stages in the research are planned. In the first stage, FY 1977-78, existing projects in bilingual education will be surveyed and analyzed for consistency with approaches in program implementation or theoretical literature. The survey will include projects receiving Federal, State, and local support. In the second stage, FY 1978, projects will be selected according to their representation of a broad range of implementation and theoretical program characteristics for review in greater depth. Selection criteria will include whether or not, for projects recently found out of compliance with Title VI of the 1964 Civil Rights Act as interpreted under Lau v. Nichols, the compliance plan submitted was consistent with the "Lau Remedies." In the third stage, FY 1979-80, implementation and theoretical variables will be related to outcomes across the programs selected. Throughout the three phases of the investigation, attention will be directed to contextual influences on program implementation and outcomes, including attitudes of practitioners and parents, school organizations and administration, and the type of community in which the program operates.

Products

(1) Survey description of bilingual project implementation characteristics.
(2) In depth analysis of the implementation characteristics of selected projects.
(3) Evaluation of and recommendations for the most effective conditions for educating children of limited English-speaking ability.

Title

Bilingual Evaluation Technical Assistance

Contractor

Ricardo Cornejo
Center for the Study of Evaluation
University of California
Los Angeles, California

Project Officer

Susan Stairs

Duration

FY 1977-78

Funding Amount

FY 1977:
FY 1978:

Summary

The purpose of this developmental effort is to improve the capability of school districts to conduct internal evaluations of bilingual programs receiving Federal and State support. The present evaluation capability of bilingual programs is limited by insufficient information about assessment instruments and alternative design models. A technical assistance package will be developed to offset this limitation that focuses on selection of instruments and design compatible with Federal and State regulations but that also includes formation of objectives and selection of instructional and curricular approaches. The package will be made available to LEAs and SEAs through the existing Title VII technical assistance network or other state technical assistance networks. One component of the package will identify a set of marker variables that provide common information across projects.

Products

Technical assistance package on evaluation design.

Title

Bilingual Clearinghouse

Contractor

To be awarded

Project Officer

To be identified

Duration

FY 1977-78

Funding Amount

FY 1977	NIE:	4 professional staff years
	OE:	4 professional staff years
FY 1978	NIE:	10 professional staff years
	OE:	10 professional staff years

Summary

A clearinghouse of information in bilingual education was mandated jointly to NIE and OE in the Bilingual Education Act (P.L. 93-380, Section 742). The development of the Clearinghouse is being undertaken in three phases. The first phase provided broad specifications for the design of a clearinghouse. The second phase provides input from potential users about what features and services should be included in a bilingual clearinghouse. In the third phase, input from users will be included in the development of clearinghouse services.

Products

Clearinghouse for information in bilingual education.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Program on Teaching and Linguistic Pluralism

Contractor

Robert L. Politzer
Stanford Center for Research on Teaching
Stanford University
Palo Alto, California

Project Officer

J. Michael O'Malley

Duration

FY 1977-78

Funding Amount

FY 1977:
FY 1978: To be negotiated

Summary

This study aims (1) to further refine and establish validity and reliability for student bilingual (English-Spanish) and bidialectal (standard-non-standard Black English) tests developed during 1973-74; (2) to assess the impact of the use of those tests on teachers' attitudes toward Mexican-American Spanish and nonstandard Black English, and to determine whether teachers' attitudes or change of attitude toward Mexican-American Spanish or nonstandard Black English relate significantly to pupil achievement.

Products

Bilingual (Spanish-English) and Bidialectal Balance Tests; instruments to assess teacher attitudes toward Mexican-American Spanish and nonstandard Black English. Teacher workshops for improving teacher attitudes towards children who speak Spanish and nonstandard dialects of English.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Assessment of Teacher Language Proficiency

Project Officer

Susan K. Stairs

Contractor

To be Awarded

Duration

FY 1977-78

Funding Amount

3 Professional Staff Years (est.)

Summary

This study will identify the Spanish language proficiency of teachers sampled in a national survey of bilingual education teachers. Teacher responses to self-report questions from the survey will be cross-tabulated against five levels of proficiency on an examination developed on the model of the Foreign Service Institute exams. In addition to providing research information on the assessment of teacher language proficiency, the data will be included in a legislatively mandated report by the Commissioner of Education to the President and the Congress. (Section 731 of the Bilingual Education Act, as amended.)

Products

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Instructional Implications of Cognitive Styles
(Research Planning in Bilingual Education and Cognitive Style)

Contractor

Alfredo G. de los Santos, Jr.
Southwest Educational Development
Laboratory
211 East Seventh Street
Austin, Texas 78701

Project Officer

J. Michael O'Malley

Duration

FY 1977-78

Funding Amount

Summary

The purpose of this research is to determine whether different levels of cognitive style are associated with linguistic/ethnic group membership, and to determine whether prescriptive instructional approaches tailored to the different styles enhance learning. Three styles on which information will be collected are field independence/dependence, conceptual tempo (reflectivity/implusivity), and categorization style (descriptive/analytic, relational/contextual, and categorial/inferential). Data will also be collected on language proficiency and on variables that reflect cultural identification. The students will be selected from grades 1-5 and will be Mexican American, Puerto Rican, Asian American, and American Indian. The project is part of a larger contract that includes a research planning activity.

Products

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

A Skills Based Approach to Multicultural Education

Contractor

Northwest Regional Educational Laboratory
Portland, Oregon

Washington Education Association

Project Officer

Sarita Schotta

Duration

FY 1977

Funding Amount

Summary

The Washington Education Association and the Multicultural Program of the NWREL will jointly pursue a planning activity toward a skills based approach to multicultural education for inservice training. Drawing from a project in the State of Washington in which cadres of teachers are trained in identifying and dealing with unfair social bias in classroom settings, the planning stage will specify steps toward building a skills based model for further evaluation and dissemination. Teachers and other educational personnel are trained in Federal and State antidiscrimination laws, legislation, regulations in education and major research resources for extending education equity to classroom practice.

Products

Training models with supplementary materials necessary for full implementation.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Federal Antidiscrimination Laws Poster

Contractor

Resource Center on Sex Roles in Education
1201 16th Street, N.W.
Suite 701
Washington, D.C. 20036

New Age Designs
Connecticut Avenue
Washington, D.C.

Project Officer

Sarita Schotta

Duration

FY 1977

Funding Amount

Summary

This poster summarizes coverage under the Executive Order 11246 (as amended), Titles VI and VII of the 1964 Civil Rights Act, Equal Pay Act and Title IX of the Education Amendments 1972. The intent of the project is to provide an up-to-date and low cost information sheet on rights and responsibilities in employment and programs. The language and format of the poster are appropriate both to secondary students and to all levels of education personnel. The poster can be used either as a single resource or as a companion piece with other materials.

Products

A 24" x 36" poster with graphics, entitled "Federal Antidiscrimination Laws in Education Institutions."

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Accreditation Standards and Multicultural Education

Contractor

American Association for Colleges
of Teacher Education
One Dupont Circle
Washington, D. C.

Project Officer

Sarita Schotta

Duration

FY 1977-78

Funding Amount

Summary

This project has two major thrusts: 1) to determine standards appropriate to multicultural education and 2) to establish a data base regarding change around multicultural education in teacher training institutions. Activities included in meeting the first goal include surveys of courses currently offered in teacher preparation programs, surveys of state laws and regulations impacting on multicultural education, a series of miniconferences held in different geographic locales in order to secure a broad view of institutional objectives and practice. Final steps will include drafting the proposed standards, their presentation to accrediting organizations and workshops on installation of the standards.

The data base will consist of information sufficient for the study of types of multicultural programs, their origins and the processes/events which accompany their changes. The final report from this stage of the project will provide a profile of the characteristics of programs, their settings and recent directions. This phase of the study will furnish valuable material for further investigation into the institutional contexts of multicultural education.

Products

Proposed accreditation standards in multicultural education for consideration of accreditation organizations. Status reports and atlas on multicultural education in teacher training institutions. Development of program profiles and model program for installation at various institutions.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Language Acquisition Studies

Contractor

To be awarded

Project Officer

Sarita Schotta

Duration

FY 1977-78

Funding Amount

Level of Effort 8-10 professional staff years

Summary

Studies on language acquisition characteristics of children of limited English-speaking ability are mandated to NIE and OE in the Bilingual Education Act, (Section 742 of the Bilingual Education Act, as amended). Investigations into language acquisition characteristics for individuals languages and types of communities are pivotal to understanding community/school language goals, programs most appropriate to the community, and how children learn to use their language resources.

The lack of information regarding the socio-cultural settings of the communities schools and students, creates a major challenge of instituting multicultural/bilingual programs. These studies will concentrate on several geographical areas where languages other than English are in frequent use. Target information will concern surveys of what languages are spoken, numbers of speakers in each language, school/community linguistic goals, differences between acquisition and use of home-school language(s), school and community attitudes toward the languages and how to translate diverse views about language into educational goals and positive language planning. This knowledge is intended as an important tool for the improvement of educational practice so that teachers may more effectively meet the individual needs of all students.

PRODUCTS

Will include research reports from the different sites and guides for school personnel and community groups.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Research Perspectives on Multicultural/Bilingual Education

Contractor

To Be Awarded

Project Officer

Sarita Schotta
Larry Kubota

Duration

FY 1977

Funding Amount

Summary

The impetus for developing multicultural/bilingual program derives from Federal/State laws, legislation, regulations, concerns of community groups for achieving equal education opportunities and new directions in professional organizations toward more accurate portrayal of all groups and their contributions to historical and contemporary society. The pressure to alleviate inequities has forced change in classroom materials, and to some extent in teacher training. It has brought about rethinking of basic notions in social sciences, however, the theory and principals involved in multicultural education lag advancement in materials development.

The purpose of these papers is to explore the foundations of multicultural education from the perspectives of several disciplines and to develop agendas for studying high priority concerns. Issues dealt with in the papers will include frequently asked questions regarding the outcomes of multicultural/bilingual education, implications for achieving education equity, long range gains regarding education for all children, and the relatively merits mainstreaming of versus further development of special emphasis programs.

These papers will examine main models of multicultural education and their implications for future research and program designs. The models will be discussed in the contexts of trends in education, population migration and immigration, and traditional views of educational programs.

Products

A set of readings on major issues regarding research in multicultural education.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Readings in Multicultural Education and School Administration

Contractor

To be awarded

Project Officer

Sarita Schotta
Larry Kubota

Duration

FY 1977

Funding Amount

Summary

This set of technical readings synthesizes materials relevant to implementing multicultural/bilingual programs at the K-12 levels. Although the introduction of multicultural education has the potential of considerable impact on school administration, most of the literature in the field has concentrated on rationales for multicultural education and materials development rather than issues around installation of programs.

These readings deal with issues which are crucial to school administrators; namely, implications for policy, staffing of instructional and noninstructional personnel, management in conflict situations, community/parent relations, finance, planning, curriculum modification and instructional testing materials, in addition to training for administrators. To supplement the papers on these topics, the book will contain an annotated guide to resources and a format of workshops for school administrators and other personnel in order to facilitate school site training.

Products

A set of readings on education administration and the implementation of multicultural programs in the schools.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

A Handbook on Multicultural Education for the Classroom Teacher

Contractor

To be awarded

Project Officer

Sarita Schotta

Duration

FY 1977

Funding Amount

Summary

The intent of these articles is to provide state of the art papers on implications of multicultural education for subject areas - social studies, physical education, language arts, arithmetic, science, fine arts. The articles will discuss position papers and guidelines by professional organizations and will summarize recent contributions to the literature. Outlines of Federal/State laws and regulations pertaining to multicultural approaches will be given for general orientation. Exemplary models of parent/community involvement in developing and implementing multicultural programs will be summarized along with recommendations for planning and carrying out programs to elicit community/parent participation. Supplementing the articles will be summary guidelines for adapting socially biased materials to a nonrace/sex/linguistic biased program and an annotated resource list of materials by subject area.

Products

A set of readings in several subject and issue areas of multicultural education for the classroom teachers.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Manual on Education Equity in Research and Development

Contractor

Resource Center on Sex Roles in Education
1201 16th Street, N.W., Suite 701
Washington, D.C. 20036
(202) 833-5426

Project Officer

Sarita Schotta

Duration

FY 1977

Funding Amount

Summary

More than 3,000 organizations in the nation's R&D community are responsible for implementing equity within their own institutions and for carrying out activities which are socially fair in terms of design and implementation. As recipients of Federal funds, these institutions are bound by Federal laws and regulations regarding employment and, in some cases, program areas. This project will result in a Manual which will summarize relevant laws and outline procedures for institutional self-evaluation in order that the recipients might determine the status of their employment practices. It will contain material regarding availability data for recruitment of personnel and action strategies for combating race/sex discrimination and bias in other areas of personnel.

With regard to race/sex bias within research and development areas, the contractor will conduct a review of materials related to race/sex discrimination which will update existing information and identify priorities for further materials development. The outcome will be an annotated bibliography of issues and materials concerning discrimination/bias in education research and development. This section of the manual will be supplemented by a needs assessment of equity issues and concerns conducted within the education R&D community and discussion around major issues such as testing, research design, rights of human subjects, in addition to guidelines for language usage and illustrations.

Products

A manual which explores employment and programmatic equity issues in education R&D.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Linguistics and Bilingual Education - Papers From a Bilingual Symposium

Contractor

To be awarded

Project Officer

Sarita Schotta

Duration

FY 1977

Funding Amount

Summary

In FY 1976 the Multicultural/Bilingual Division, in conjunction with the Linguistic Society of America sponsored a two day meeting on linguistics and its application to bilingual education. The project had two main purposes - to help the field of linguistics direct future research toward critical needs of bilingual classrooms and to assist educators and community representatives in learning what existing linguistic research could be applied immediately to issues and concerns in bilingual education. Topics ranged from neurolinguistics to semantics and sociolinguistics. While all the papers related to bilingual areas, several of the papers such as those on international perspectives of bilingual education, ethnolinguistics, pragmatics and sociolinguistics - spoke to immediate problems faced by education personnel. The papers which were viewed as most salient to classroom settings, and in some cases, the discussants' comments regarding those papers, have been brought up to date and collected in a single volume. These papers synthesize materials which is important to administrators and for teaching personnel at the pre- and inservice levels.

Products

A volume of readings for researchers and teachers in the field of bilingual education.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Race and Sex Bias in Education Materials

Contractor

Shirley McCune
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
Suite 701
NEA Building
1201 16th Street, NW.
Washington, D. C.

Project Officer

Sarita Schotta

Duration

FY 1977

Funding Amount

Summary

This project entails the production of a Multicultural Kit consisting of: 1) a news sheet which advocates positive programs for eliminating textbook bias as a method of contributing to multicultural education, 2) a learning poster to assist teachers and students in evaluating their personal awareness of bias in textbooks, 3) a pamphlet which summarizes research on bias in textbooks, 4) content analysis guide to enable teachers to use content analysis techniques in evaluating instructional materials and textbooks, 5) a student guide to content analysis, 6) a set of cards to suggest classroom strategies, 7) an action guide which provides a checklist of steps for the elimination of race and sex bias in texts, 8) guidelines and criteria for identifying bias, 9) a bibliography and resources list, and 10) an inservice training guide which outlines sample workshops.

Products

Bibliography, guidelines, pamphlet, cards, news sheet, posters.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Community Participation in Indian Education

Contractor

Northwest Regional Education
Laboratory
Portland, Oregon

Project Officer

Sarita Schotta

Duration

FY 1977

Funding Amount

Summary

Major problems in securing effective education for Indian students relate to the isolation of Indian education in terms of locale, parent/community input and materials appropriate for Indian children. In order to bridge these issues during the development of the Intercultural Readers (NIE-C-3-0073) the NWREL and Indian community leaders developed a process for gathering data from across local groups and integrating it into classroom materials. This project is a study from an organization perspective of the process employed to coordinate these activities in the Northwest. The project will examine achievements around short term and long term goals and will abstract from the model those properties which appear racial to mounting similar activities in the Northwest and in other areas with significant rural and urban Indian populations.

Products

A model of community participation for Indian communities.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Early Childhood Program

Contractor

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

Project Officer

Sarita Schotta

Duration

FY 1977-78

Funding Amount

Summary

This is a research and development program which is now in its third year of operation. The program consists of three major components which briefly stated are as follows:

-Parenting Center Model: The objectives of this component are to design, develop, and research the effectiveness of a Parenting Center Model in disseminating information about materials on parenting skills and concerns.

-Multimedia Training: The objective of this component is to research and develop effective multimedia training packages in both Spanish and English in the area of child rearing for parents and paraprofessionals.

-Television Spots on Child-Rearing Principles: The objectives of this component are to design, produce and research the effectiveness of television spots which provide information on child-rearing practices.

Products:

The program will produce and test seven T.V. spots (in English and Spanish); develop and test a number of multimedia training packages for parents and paraprofessionals; and construct and refine a totally replicable Parenting Center Model.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Intercultural Reading and Language Development Program

Contractor

Joe Coburn
Northwest Regional Educational
Laboratory (NWREL)
Portland, Oregon

Project Officer

Sarita Schotta

Duration

FY 1977-78

Funding Amount

Summary

The goal of the project is to increase language arts skills among Amerindian children by developing curricula materials of cultural relevance to Northwest Amerindians. Main objectives of the project include: increasing interest, participation and skills in language arts, making positive changes in the students' self-concept in regard to school, and enabling teachers to instruct Amerindian children more effectively. The strategy for change is to involve local Amerindian communities in the project with direction and guidance from the NWREL staff and a local Indian Policy Board.

By the end of FY 1975, the project succeeded in building a cooperative effort among tribal groups through the Policy Board, regional committees and local curriculum development committees. Amerindian materials appropriate to curricula in early grades was gathered, recorded, edited and produced. At this writing, over 120 booklets, games, cards and cassettes have been produced. Revisions are complete on about one-quarter of the materials. The remainder are in production and printing. The materials have begun to be brought to the attention of school administrators and teachers for the purpose of publicizing the project and for obtaining preliminary reactions to the material.

The plans for FY 1976 included final drafts of all classroom materials, activities, drafts of teacher materials, and dissemination. Also included in planned work was the development of evaluation and testing instruments. During FY 1977 all reading materials will be completed and field tested. The final version of the Teacher's Manual will be supplemented with audio-visual materials.

Products:

Included in the products to be developed within this program are booklets, games, cards, cassettes and teacher guides.

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION
PROJECT ABSTRACT

Title

Early Elementary Education Program

Contractor

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

Project Officer

Sarita Schotta

Duration

FY 1977-78

Funding Amount

Summary

This program is designed to produce related sets of learning and knowledge products which will enhance the development of communication skills, socio-cultural knowledge, analytic thinking and problem solving abilities and affective processes in linguistically and culturally different children. The target populations are Blacks, Chicanos, and Anglo children, ages 5-8 in classrooms that have some degree of ethnic integration. The activities of the program fall into five interrelated components. These are:

-Research on Informal Learning
-Thinking and Reasoning
-Communication Through Children's Folklore
-Exploring Number Concepts
-Instructional Staff Development

Products

Now is its fourth year of operation, the program has already produced 8 learning-instructional products and 23 knowledge documents. Many of the learning products are already in use in schools in 10 states, affecting more than 70,000 students. By the end of 1977 almost all of the SEDL materials will be obtainable through commercial channels.